DOCUMENT RESUME

ED 191 800 SP 016 170

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TITLE Evaluating Student Teaching.
NOTE 9p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Aptitude; Competency Based Teacher Education; *Cooperating Teachers; Faculty Workload; Higher Education; Preservice Teacher Education; *Program Evaluation; Screening Tests; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; Surveys; Teacher Certification; *Vocational Aptitude

ABSTRACT

The student teaching experience at Queens College is a cooperative venture between university supervisors, cooperating teachers, administrators, and student teachers. In an effort to evaluate and improve this performance based program, the education department surveyed cooperating teachers. Survey results indicate that the teachers were interested in better and earlier screening of potential students, more applicable teacher education courses, and the ability of a cooperating teacher to add the responsibility of supervising a student teacher to an already heavy workload. The survey of the cooperating teachers and its results, a survey of student teachers on the effectiveness of the field experience, and a brief overview of the education program at Queens are appended. (CJ)

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Evaluating Student Teaching

Student teaching at Queens College is the culminating pre-professional experience in the Department of Elementary and Early Childhood Education. This experience is a cooperative endeavor including the Department faculty and the administrators and faculty of the participating local public schools.

The student teaching program at Queens College is competency based as are all courses in the undergraduate education sequence. That is, students must show the successful completion of a specified list of competencies and related assessment procedures. It is hoped that the competency based approach will enhance the credibility of the certification process and strengthen teaching as a profession. (Appendix A)

The Department has always solicited the advice and recommendations of our cooperating teachers. Towards this end, a consortium of college faculty and public school personnel had met regularly for a number of years and various written documents on our competency based programs were sent to the public schools. At this point in time, it was decided to more fully evaluate our student teaching program. One part of this evaluation was to gather more specific information from the cooperating teachers via a printed questionnaire. (Appendix B) These questionnaires were sent to twelve public schools participating in our student teaching program and were there distributed by the principal of each of the schools to the entire faculty. A total of two hundred forty questionnaires were sent out and of that amount we received 213 responses for a total of 89 per cent response.

The individual responses were tabulated and are included in Appendix A. The number to the left of each item represents the total number of responses for that item. The three items receiving the highest number of responses for that question are encircled.

The faculty is now in the process of examining and reacting to the responses and will, hopefully, suggest and adopt program changes that reflect the suggestions of our cooperating teachers.

SP 016 170

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

It is interesting to note that two of the statements in the questionnaire (E and G) have items referring to screening of education students. Both of these items received the highest number of responses for their respective statements.

The faculty has already taken a positive step in this direction and has established a departmental review committee for the early identification of students who have emotional, psychological, or academic problems that could make them unfit for teaching. The composition of the committee will consist of five members - one representative whose major teaching responsibility is educational foundations; one representative whose major teaching responsibility is educational psychology; and three representatives whose major teaching responsibilities are curriculum. This committee will collect, review, and evaluate the data on those student whose names have been submitted by any member of the faculty and make appropriate recommendations to the Chairperson of the Department.

Another aspect of the examination of our student teaching program was a student teacher evaluation of the field placement site and of the college faculty role in supervision and conducting seminars (Appendix C). The results of this evaluation will be shared with the individual faculty concerned. Information on the placement sites will be taken into consideration for future assignments.

DR. MORRIS D. CAPLIN
EDUCATION DEPARTMENT

QUEENS COLLEGE
of The City University of New York

Appendix A

DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION
Daniel J. Brovey, Chairman

TO: Cooperating Teachers

FROM: Office of Student Teaching

RE: Information on CBTE

Teacher Education Programs at Queens College

Upon successful completion of a teacher education program in the Department of Elementary and Early Childhood Education at Queens College, a student is recommended to the New York State Division of Teacher Education for the purpose of granting a provisional teaching certificate or a permanent teaching certificate (after completing a graduate program).

The State grants a teaching certificate only because it has previously approved the programs of teacher education of our department. To receive State approval, our department had to comply with certain State regulations. The central regulation now governing State approved programs is that "all teacher education programs must be competency based."

It is the purpose of this information bulletin to acquaint you with this important concept--CBTE: Competency Based Teacher Education.

What is Certification?

Teacher certification is the process whereby the State identifies those persons who are eligible for employment as teachers. Previously, education students whose transcripts showed all the required course titles, grades of "C" or better in education courses in addition to a total of 128 credits or more, a 24 credit minor and a successful student teaching experience were certified by the State based on a recommendation from the Education Department at Queens College. Now students must also show the successful completion of a specified list of competencies and related assessment procedures.

What are Competencies and Assessment Procedures?

Competencies are statements that cite the skills, knowledge, and attitudes expected of the students. They are behavioral objectives that describe what the student must be able to demonstrate. Assessment procedures indicate the method of evaluation. An example of a competency statement and the assessment is this:

> "Given a selection of objects and different metric measuring instruments, the students will be able to measure the length, mass, and volume of the objects and record such measurements. To satisfy this competency, the student's measurements must be within the correct millimeter, gram, or milliliter respectively."

Which Courses are Competency Based?

All undergraduate education courses with the exception of the Education Honors Courses and any Undergraduate Education Elective Course.

All graduate education courses are competency based except those listed as Education Workshop Courses or Independent Study.

What Can You Do?

The new CBTE certification process is based on the evaluation of observable teaching skills. The hope is that the new CBTE approach to teacher certification will enhance the credibility of the certification process and strengthen teaching as a profession. Your suggestions and recommendations concerning any phase of the program here at Queens College will be deeply appreciated

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DEPARTMENT OF EDUCATION TELEPHONE: 212-520- 7457

Appendix B

Dear Teacher:

We are asking your aid in evaluating our student teaching program. The information gathered here will be used to improve our program and to gather data on our Competency Based Teacher Education Program.

A. Have you ever been a cooperating teacher?

37 No 152 Yes for 687 student teachers

B. If you were asked to accept a student teacher, would you

87 Accept gladly Refuse 28

63 Accept Absolutely Refuse 11

For each of the next five statements, several options are listed as possible responses. For each statement, list by number, three responses.

C. I consider the most compelling reasons for a teacher to assume responsibility for a student teacher to be:

(157) 1. To fulfill a professional responsibility.
(118) 2. To experience professional growth myself.
(162) 3. To provide students with additional services.
19 4. To use the opportunity as a "stepping stone" for professional advancement.
7 5. To decrease the teaching work-load.
25 6. To obtain tuition waivers.
19 7. To obtain relief from clerical chores.

D. As possible reasons for a teacher to refuse such a responsibility, I consider the most compelling reasons to be these:

(131) 1. The heavy work-load of the elementary teacher.
37 2. Lack of appropriate compensation.
43 3. Lack of appropriate recognition.
52 4. Unwillingness to have an observer in the classroom.

(99) 5. Lack of quality in scholastic preparation of student teachers.
(97) 6. Reluctance to break teacher-pupil rapport by having student teachers instructing classes.

E. The most common inadequacies of student teachers are that:

_____
_____
_____

(132) 1. They have not been properly screened; some should not be in the classroom.
48 2. They do not know how to prepare lesson plans.
(99) 3. They have no concept of discipline.
38 4. They lack drive and initiative.
(84) 5. They are inadequately prepared to teach elementary curriculum.
43 6. They are unfamiliar with subject materials.
18 7. They are unfamiliar with basic teaching tools (e.g. stencil preparation, av equipment, etc.)

F. To improve the student teaching experience the college should:

_____
_____
_____

(113) 1. Develop more practical methods courses.
(125) 2. Eliminate some education courses; replace such courses with more in-school experiences.
99 3. Re-structure requirements to provide better preparation in subject matter.
43 4. Require familiarity with subject materials.
52 5. Increase the amount of school time required for student teaching.
(119) 6. Emphasise the development of communication skills.

G. If I were a college policy-maker aiming to make the cooperating teacher role a more attractive one, I would choose to implement the following suggestions:

_____
_____
_____

(133) 1. By screening, improve the quality of the student teachers.
51 2. Increase availability of college supervisor.
(67) 3. Improve quality of college supervision.
21 4. Improve the status of the cooperating teacher.
(117) 5. Permit cooperating teacher to rate student teacher.
49 6. Allow some graduate credit to cooperating teacher.
42 7. Grant the cooperating teacher a stipend for their increased responsibilities.

Thank you for your kind help.

Sincerely,

Morris D. Caplin

Morris D. Caplin
Coordinator
Student Teaching

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Appendix C

STUDENT-TEACHING EVALUATION

COOPERATING SCHOOL _____ SEMESTER_____

COLLEGE SUPERVISOR_____

We are asking your aid in evaluating the student teaching/field placement.

Please be as candid and objective as possible. The information gathered here will be used to improve the academic standards of the Department and to gather data on our Competency Based Teacher Education Program.

For all items do not hesitate to use the extremes of one or five, as well as two, three or four, when they are, in your considered judgement, clearly warranted.

Mainstream _____

Early Childhood _____

S W S _____

1. How many times were you observed by your college supervisor during your second placement/semester?

   1 2 3 4 5 6 more than 6

2. Was each observation followed by a conference?

   Yes No

3. The quality of feedback at the post-observation conference was:

Low				High
1	2	3	4	5

4. A written statement accompanied the comments made at the conference.

   Yes No

5. If not, would you find it helpful to have a written statement for each conference.

   Yes No

6. How many seminars did you have during your second placement/semester?

   1 2 3 4 5 6 more than 6

7. The quality of the seminars were:

Low				High
1	2	3	4	5

8. The supervisor's command of the subject matter was:

Poor				Excellent
1	2	3	4	5

9. The supervisor's ability to communicate knowledge of the subject area to me was:

Inferior				Superior
1	2	3	4	5

10. The supervisor's response to my needs and interests was:

Non-existent				Extraordinary
1	2	3	4	5

11. The supervisor was willing to accept divergent views:

Never				Always
1	2	3	4	5

12. In my experience, the supervisor's availability for consultation was:

Low				High
1	2	3	4	5

13. The contribution made by the supervisor to my personal and/or professional development was:

Negligible				Considerable
1	2	3	4	5

14. Contributions made by this course to my development as a teacher was:

Negligible				Considerable
1	2	3	4	5

15. Did the principal and staff of your cooperating school accept you as part of the school staff?

Yes No

16. Would you recommend continued use of this school for student teaching placements?

Yes No